

Preface

A national mathematics panel, a panel of parents and business persons, and a state team reviewed the 1998 *South Carolina Mathematics Curriculum Standards* and made the recommendations that resulted in the *South Carolina Mathematics Curriculum Standards 2000*. The standards in this document are aligned with those of the National Council of Teachers of Mathematics (NCTM) as they are enunciated in *Principles and Standards for School Mathematics*, a volume released in April 2000. The NCTM's Web site at <<http://www.NCTM.org>> provides a wealth of information and resources to support implementation of the South Carolina standards.

The Content Standards, which describe the mathematical knowledge, skills, and conceptual understandings expected of students, are meant to serve two purposes: they specify what should be taught and learned by all students in a grade, and they designate what should be assessed by South Carolina's teachers and by the State at each grade level. The standards should direct the selection of instructional materials, professional development, and preservice education.

The standards have been constructed to provide students with a comprehensive understanding of mathematics. Therefore, teachers are expected to teach all of the standards. The Content Standards reflect “what” should be taught, learned, and assessed; the process standards explain “how” teaching of the Content Standards should be accomplished. The K–8 focus standards are indicated with an asterisk (*) and reflect critical areas of teaching, learning, and assessing within the K–8 Content Standards.

The following explanation of the organization and format of the revised document is designed to assist the implementation of the standards.

- There are five content strands adopted from NCTM's *Principles and Standards for School Mathematics*. Those strands are number and operations, algebra, geometry, measurement, and data analysis and probability.
- The standards organized by roman numerals are **preK–12 unifying concepts** taken directly from NCTM's *Principles and Standards for School Mathematics*.
- The “expectations” indicated by capital letters are **grade band unifying concepts** taken directly from NCTM's *Principles and Standards for School Mathematics*. The four grade bands are preK–2, 3–5, 6–8, and 9–12.

- South Carolina’s Content Standards indicate what should be taught, learned, and assessed at the indicated grade level. These Content Standards are listed by grade band in a table format to make it easy for educators to trace the progression of a standard from one grade to the next within the grade band (vertical articulation).
 - Also included in the document are the Process Standards, which should be considered the “how” of teaching, learning, and assessing. A graphic that depicts how the Process Standards should be woven throughout the Content Standards appears at the beginning of each grade band. An explanation of each of the Process Standards is included on the back of the graphic.
- The standards for grades 9–12 and end-of-course standards are listed separately in the document. The end-of-course standards include Algebra 1, Algebra 2, Geometry, Precalculus, and Probability and Statistics. The end-of-course standards contain all of the 9–12 standards as well as those standards that pertain to each individual course.
 - The standards for grades K–8 that are marked with an asterisk (*) should be considered as focus standards. While all standards must be taught, focus standards provide guidance for teachers in determining content emphasis. Due to the critical nature of the content, the focus standards should be emphasized in the **planning** and **delivery** of instruction.
 - The content of those standards for grades 9–12 that are marked with an asterisk (*) may be eligible for the Exit Examination. For information concerning specific eligibility and opportunity-to-learn relative to the Exit Examination, consult the latest edition of the mathematics blueprint developed by the Office of Assessment.
 - The course standards will serve as the basis for the end-of-course tests.
 - Although these standards address the needs of all students, a section on adaptations of the mathematics standards has been included in this document. The adaptations section reflects examples of essential real-world performance skills that were developed for students with unique needs and abilities. The main goal of the adaptations is to move students toward independence. (Independence may range from a level of self-care with assistance to total self-sufficiency.)
 - A brief glossary of mathematical terms is included in the last section of the document to provide support on frequently questioned terminology.